

Let's Eat!

Unit 1 Goals

- Read the interview
Healthy Foods,
Healthy Bodies
- Paraphrase

Unit 2 Goals

- Read the story
Our Class Party
- Use the 5 Ws

Writing Goal

- Write an explanatory text

Topic 1, Opener, Student Book Pages 6–7

See the *Walk-Through* on pages 7–16 for a general approach to each exercise.

Excite

Communication Display different fruits and vegetables in front of the class. Explain to the class that in this Topic, they'll read, write, and talk about things related to food. Ask students to share what their favorite food is and why. Ask students if their favorite fruit or vegetable is displayed or not.

Engage

Creativity Distribute drawing supplies. Have students draw pictures of their favorite foods to eat. Display the drawings on the walls of your classroom.

Extend

Play the game **Card Grab** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) with the names of different fruits and vegetables written on cards.

Answer Key

A: 1. Answers will vary. 2. Answers will vary. **B:** 1. Costa Rica
2. Guanabanas, rambutans and cashew fruits. 3. The cashew nut grows outside the fruit.

Unit 1, Read, Student Book Page 8–9

Excite

Collaboration Present the Reading Goal and explain that you can paraphrase just about any piece of writing. Bring some prepared paragraphs and distribute them to the students. Ask the students to work in pairs to paraphrase the excerpt.

Engage

Critical Thinking After completing exercise B, choose two strong readers to play the parts of Ms. Potter and Student. Have them read *Healthy Foods*, *Healthy Bodies* to the class. When the class hears a key word, have them raise their hands to identify the word.

Extend

Play **Order the Text** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) with the story, *Healthy Foods*, *Healthy Bodies*.

Answer Key

A: a

Unit 1, Understand, Student Book Pages 10–11

Excite

Before beginning the class discussion in exercise A, have students silently reflect on the reading selection on their own. Have them make notes next to each question to prepare for the class discussion.

Engage

Collaboration Have students find a partner. Tell students to interview their partner about what they had for breakfast, lunch, dinner, and a snack the day before. Have students write down the items their partner ate as they do the interview. Were the foods healthy or not? After all students have completed their interviews, ask for volunteers to share what they learned with the class.

Extend

Play **Beanbag Toss** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) with the Key Words from this unit.

Answer Key

A: 1-4. Answers will vary. **B:** 1. Completed for you 2. D
3. B 4. A **C:** 1-3. Answers will vary. **D:** 1. Completed for you.
2. Beans 3. A piece of cheese 4. A bag of potato chips
5. A glass of milk 6. A bottle of water 7. A cup of coffee
8. A box of chocolates **E:** 1. Completed for you. 2. Meat sauce
3. Chicken and vegetables 4. A big pizza

Unit 2, Read, Student Book Page 12–13

Excite

Communication After presenting the Reading Goal, reiterate that you can find the 5 Ws in every piece of writing. Review the text in exercise B, as well as the texts in unit 1. Identify the 5 Ws as a class.

Engage

1. Discuss class parties with your students. Ask them if they have every had a party in class before. Have volunteers share their experiences, including what the parties were for, what they did during the parties, if the parties were fun or not, their reasons for thinking that way, and more.
2. Play the game **Teacher's Mistake** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) while you read *Our Class Party* aloud to the class.

Extend

Creativity/Communication Divide students up into four equal groups to plan an imaginary class party. One group should plan the music and activities. One group should plan the decorations. One group should plan the food. One group should plan the drinks. Have students present the plan to the class.

Answer Key

A: 1. Completed for you. 2. B 3. B

Unit 2, Understand, Student Book Page 14–15

Excite

Before beginning the class discussion in exercise A, have students silently reflect on the reading selection on their own. Have them make notes next to each question to prepare for the class discussion.

Engage

Collaboration Play **Brainstorm** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) with categories of foods and beverages.

Extend

Creativity Bring one plain iced cupcake for each student in the class. Distribute candies, sprinkles and other edible decorations to the class. Have students decorate their own cupcake for a class party.

Answer Key

A: 1-4. Answers will vary. **B:** 1. Completed for you. 2. T 3. T 4. F 5. F 6. T 7. F 8. T **C:** 1-4. Answers will vary. **D:** 1. C 2. D 3. A 4. B **E:** 1. B 2. C

Units 1 and 2, Reading Check, Student Book Pages 16–17

Excite

Collaboration Have students work in pairs to paraphrase the reading selection *What Is Curry?* on page 15. When students have finished, ask the class how paraphrasing helps us understand a text.

Engage

Critical Thinking Read the selection out loud. Explain to the students that the texts are e-mails two girls send to each other. Ask students if they send e-mails. If so, who do they write to? Ask students why think e-mail is a good way to communicate.

Extend

Play the game **Find Someone Who** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) with favorite foods and drinks.

Answer Key

B: 1. Completed for you. 2. B **C:** 1-2. Answers will vary.

D: 1. B 2. B 3. C 4. A **E:** 1-3. Answers will vary.

F: 1. Completed for you 2. Foods 3. Curry 4. Thirsty

5. A bottle of water 6. A glass of milk

Units 1 and 2, Get Ready to Write, Student Book Page 18

Excite

Critical Thinking Introduce the Writing Goal for the unit by explaining that sometimes we need to read about something in order to understand it better. Have students read the text in exercise A and identify the subject of the explanatory text.

Engage

Collaboration Play the game **Five Questions** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) with the text from exercise A in pairs.

Extend

Communication Have students work with a partner to identify the transition words in the explanatory text in exercise A. How do transition words help us understand the subject of the text better?

Answer Key

B: 1-4. Answers will vary.

Units 1 and 2, Write, Student Book Page 19

Excite

Play the game **Station Stop** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide) to review the Key Words from units 1 and 2.

Engage

Collaboration Once students have completed exercises C and D, have them exchange papers with a partner. Have the partners make a checklist about their partner’s writing. Ask each partner to check off whether their partner wrote about the 5 Ws and whether they used explanatory transitions.

Extend

Play the game **A New Story** (see *Games and Activities* on pages 20–21 of this Teacher’s Guide).

Answer Key

C: Answers will vary. **D:** Answers will vary.

Units 1 and 2, Writing Tutor Worksheet

Excite

Bring a food to class that the students might not have seen before. Have students come to the front of the class and look at, touch, and smell the food. Then, explain a little bit about the food to the students. Touch on Talk about where it’s made, how it’s made, who eats it, and how it is eaten.

Engage

Critical Thinking As students work to finish the Writing Tutor worksheet, ask them about the first two foods in exercises A and B. *Have they ever eaten curry or sushi before? What was it like? What new things did they learn about curry and sushi that they didn’t know before reading the exercises?*

Extend

Collaboration Have students switch papers with another student and read the paragraph their partner wrote for exercise D. Have the students discuss the food with their partner. Have they tried the food before? Are they interested in trying it now? Discuss what it’s like to try a new food for the first time.

Units 1 and 2, Project

Excite

Critical Thinking/Communication Before beginning the Project, tell students to make a list of all the things they ate the day before. Create columns on the board that say Breakfast, Lunch, Dinner, Snack. Have students raise their hands and tell you what foods they ate for each meal. Write down their answers on the board. Then, go through the lists and circle the healthy foods. Talk about why those are healthy and others aren’t.

Engage

While students work on the Project Notes, circulate through the class. Have students share with you what their favorite healthy foods are. Ask: *What are your favorite fruits? What are your favorite vegetables? What food groups are you including in your meal plan?*

Extend

Collaboration Have students exchange meal plans with a partner. Tell students they need to pick 3-4 things from their partner’s meal plan to include in their own healthy diet. Ask students to raise their hands and say what new ideas for healthy snacks they learned from their partner’s meal plan.

Workbook Answer Key

Unit 1 B: 1. a 2. a 3. b 4. b 5. a 6. c **C:** 1. An apple, some carrots, a glass of milk, and a piece of cheese are healthy snacks. 2. Eating a snack keeps up your energy level. 3. You have to keep up your energy level so you can do exercise and play sports. 4. Some people think children who eat too many snacks may not be hungry for dinner. 5. The writer thinks eating snacks is good, but you shouldn’t eat too many.

D: 1. a 2. c 3. b 4. c **E:** 1. bean, a 2. a glass of milk, b **Unit 2 B:** 1. b 2. a 3. b 4. c **C:** 1. her birthday 2. invitations 3. Julia’s house 4. backyard 5. snacks 6. bags of pretzels **D:** 1. Noodles 2. bottles of soda 3. nuts 4. bags of pretzels **E:** 1. meatballs 2. cupcake 3. sushi